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ABSTRACT

This pilot program represents a joint effort by the community of Gahanna, Ohio Otterbein College, and Capital University to develop a full-year internship within a 4-year baccalaureate program that would involve three students in elementary teacher education from each college. Temporary teaching certificates were obtained for the six interns, who accrued a year towards retirement, and the students were informed of the possibility of their being hired as second-year teachers. Both colleges provide on-site instruction for all interns as well as for those teachers who wish to enroll in the program. Weekly observations by both college coordinators provide for exchanges among the classroom teacher, the intern, and the college coordinator. In-service programs are planned for those involved in the internship as well as for other teachers in the system. (Author/JA)

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THE GAHANNA UNDERGRADUATE INTERNSHIP PROGRAM

DAA entry submitted by:

CAPITAL UNIVERSITY

OTTERBEIN COLLEGE

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SP 007 561

NOVEMBER 20, 1973

I

SUMMARY

THE GAHANNA UNDERGRADUATE INTERNSHIP

CAPITAL UNIVERSITY - OTTERBEIN COLLEGE

In the fall of 1972, after meeting together and discussing the problems facing teacher educators, three Central Ohio educational institutions, Jefferson Local Schools, Capital University, and Otterbein College came to the conclusion that the learning process of public school pupils, college level pupils, public school teachers and college teachers could be expanded to unknown limits through a teacher intern program.

From the very beginning, a commitment was made by all parties to have open and mutual communications. More important, all agreed that decisions must be made by those most vitally involved in the process of developing this intern program; namely the classroom teachers, the building principals, and the college supervisors. This concept has pervaded the total program to the extent that the classroom teachers and building principals were primarily responsible for the selection of the interns.

Though all three institutions volunteered to provide time, space, and persons as an in-kind contribution, it became obvious that other funds would be necessary. A request for funds from the Martha Holden Jennings Foundation was made and approval of a $9,286 grant was ultimately given. Monies from this grant would provide each intern with $750.00 per year to cover personal expenses. Other monies would be used for

in-service programs not only available for those involved in the intern program but also for all teachers in the system.

Since the end of August, six interns have become, for all intents and purposes, additional full time teachers of the Jefferson Local Schools. As of the end of November, the results of their contributions and successes have been splendid. Positive and strong impressions have come from evaluations made by the Jennings Foundation, the school system, and college supervisors. Not only have college juniors and seniors benefited from this rich experience, but the program for the elementary pupils have greatly been enriched because of the individualization it has provided for many children.

The results of this pilot program will be disseminated to all interested individuals. It is planned that the results will also be published in an educational journal for nationwide distribution. Data about the project will be collected throughout the year. This data will be collated for publication in booklet form in cooperation with the three participating schools.

II

THE GAHANNA UNDERGRADUATE INTERNSHIP

CAPITAL UNIVERSITY - OTTERBEIN COLLEGE

Introduction

Personnel from two teacher education institutions and one public school devised plans in 1972-73 for a full year teacher internship. Capital University, Bexley, and Otterbein College, Westerville, are the first two institutions in Ohio to cooperatively sponsor a "teacher center" field experience. The public school, Jefferson Local, Franklin County, Gahanna, has a full third of the responsibility and the program director is the assistant to the superintendent.

This exemplary program provides for the extended field experience to be completed during the four-year baccalaureate program of teacher education. Students earn a full year of academic credit through the field experience, independent studies with college faculties, and on-site courses, also open to full-time staff as in-service opportunities.

The formal proposal submitted to the Martha Holden Jennings Foundation, Cleveland, includes the following statement in the introduction:

> Three Central Ohio educational institutions, Jefferson Local Schools, Capital University, and Otterbein College, are of the opinion that the learning process of public school pupils, college level pupils, public school teachers, and college teachers could be expanded to unknown limits through a teacher intern program...

This program is planned to continue for three years. Subjective evaluations up to this time would suggest expanding the number of interns to more than the current six, three from each teacher education institution, for the following two years. Data collected during the three year

period will determine the nature of continuance. The opportunity to expand possibilities of cooperative ventures by more than one public school and two institutions of higher learning will be examined.

Pupil-adult ratios within the classroom are lowered by the introduction of the intern into the classroom; thus, the interns in no way are used to replace or reduce the need for regular professionally certified staff.

Objectives and Program Development

Objectives for the program are the following:

1. to promote a joint venture among three institutions with a stake in the education of teachers;

2. to share accountability among three cooperating agencies for a broader program of teacher education more advantagious to the student of teaching than "student teaching";

3. to promote a closer marriage between theory and practice with professional courses taught on the local school site;

4. to provide easy access to opportunities for in-service growth for the local school staff through the formal courses on site, frequent joint conferences and consultations with college staff and interns, guest experts invited in for workshop leadership, and through planning for and expediting an innovative program of education for teachers;

5. to develop independent and individualized studies for interns throughout their year of field experience; and,

6. not least of all, to open new options for children in a classroom managed by two professional adults, one experienced and one a novice, for an entire year.

Adenda #1 and #2 of this program description will further clarify procedures, outcomes, and problems during this first year of operation.

Two consultants have met with the interns and project staff during the first three months of operation. Dr. Cy Chavez of the University of Dayton and Dr. Katy Maddox of the Kanawha County Multi-Institution

Teacher Education Center (MITEC), Charleston, West Virginia, have discussed their intern programs and have helped us analyze dimensions of our project. During the mathematics and science methods course being taught on-site currently, in-service staff have participated in consultant demonstrations of new curriculum materials and in visitations to schools where innovative practices are in evidence.

Personnel

Personnel involved from the three institutions who are actively engaged in the development and implementation of this project are: Dr. John Kirker, Chairman, Department of Education and Mrs. Virginia Burkart, Elementary Coordinator, Capital University; Dr. Chester Addington, Chairman, Department of Education and Dr. Roger Deibel, Elementary Coordinator, Otterbein College; Dr. Robert Bennett, Assistant Superintendent, Mr. Ed. Rarey, Lincoln Elementary Principal, Mr. Tom Taylor, Royal Manor Elementary Principal, Jefferson Local Schools; Mrs. Margaret Cater, 6th grade teacher, Mrs. Shirley Wood, 3rd grade teacher, Nancy Odson, 1st grade teacher, Lincoln Elementary; Miss Toni Churches, 1st grade teacher, Mrs. Millie Nelson, 2nd grade teacher, and Mrs. Ruth Walker, 3rd grade teacher, Royal Manor Elementary. There are three interns involved from Otterbein and three interns from Capital for the first year of the program. The presidents and deans at both colleges have approved the proposal, as well as the superintendent of Jefferson Local Schools.

Budget

Total anticipated first year budget for this project is $27,186.00. $9,286.00 of this budget was received from the Jennings Foundation.

Dispersement of these funds has been outlined as follows:

6 Interns at $750 per year	$4,500
Lunches for 6 Interns at 46¢ per day	486
In-service programs	3,700
Publishing results	600
	$9,286

In-kind contributions will be made from all three institutions involved.

Evaluation Procedures

Plans for progress reports have been made. Furthermore, three-way evaluation conferences are scheduled at the end of 3, 9, 18, 27, and 36 weeks among the interns, cooperating teachers, and the college coordinators. An attitude opinionnaire for pupils and parents is being considered in addition to a comparative look at growth in pupil achievement where interns are assigned.

Throughout this first year, conferences and intern self-evaluation will be focused toward identified roles of teaching such as: motivation and introduction of a lesson, questioning techniques, establishing means for pupil involvement, and reaching lesson closure.

The teacher education institutions will compare the employability of interns with their non-intern counterparts.

Contributions to the Improvement of Teacher Education

The intern will be better prepared in the field of teaching as a full time teacher having had one year of experience in an elementary classroom. Further, this experience should make the intern more

employable after graduation than his regular student teacher counterpart. The project will improve the educati onal program both for the public school pupil and the training for th e future public school teacher because the intern will have the opp ortunity to combine theory and practice.

The opportunity to expand possi bilities of cooperative ventures by more than one public school and two t teacher education institutions can be examined during this long-term co operative experience.

The college staffs will gain in creased exposure to the challenges of public school teaching as well as ; improved opportunities to discuss current theory with the public school l teachers. Other, more formal in-service opportunities have been ar nd will continue to be available to staff through consultant workshops an nd on-site course experiences and visitations.

The results of this pilot progra am will be disseminated to all interested individuals.

Adenda #1 - from Otterbein Towers, Fall, 1973, pages 8 and 9..

Having two professional adults in the classroom year-round benefits the children immensely. Shown above is teaching intern Barbara Smith with one of her students.

The Birth of Teacher Internship

by Roger Deibel

A FRESH venture into the nature of student teacher training has been launched through the Department of Education. Dr. Chester Addington, Department chairman, and myself, the Elementary Coordinator, have planned a joint effort with Capital University and Jefferson Local Schools, Gahanna, to provide a full year field experience internship for upper level students of teaching.

Partially funded this first year by the Martha Holden Jennings Foundation of Cleveland, Ohio, this program boasts such unique features as:

- a joint venture among three institutions with a stake in the education of teachers;
- accountability shared by three cooperating agencies for a broader program of teacher education more advantageous to the student of teaching than "student teaching";
- a closer marriage between theory and practice with professional courses taught on the local school site;
- easy access to opportunities for inservice growth for the local school staff through the formal courses on site, frequent joint conferences and consultations with college staff and interns, guest experts invited in for workshop leadership, and through planning for and expediting an innovative program of education for teachers;
- independent and individualized studies provided for the interns throughout their year of field experience; and
- not least of all, new options for children in a classroom managed by two professional adults, one experienced and one a novice, for an entire year.

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Teaching intern Susan Neibarger helps a student in her sixth grade class at Lincoln Elementary.

Joint decision-making has been emphasized throughout. Three Otterbein students have been selected by the Education Department and the teaching staff of Lincoln Elementary School, Gahanna, for the first year of this experimental program: Peggy Auch of Cleveland and Susan Neibarger of Johnstown, and Barbara Smith of Mansfield. Principal of Lincoln and Otterbein grad Ed Rarey, '52, is substantially involved in the program as is Dr. Robert Bennett, Assistant Superintendent of Jefferson Local, and Project Director.

"A closer marriage between theory and practice..."

Financial remuneration will equalize sacrifices made by the College teaching interns. They are maintaining the local school calendar having started August 27th with before-school workshops; they must provide their own transportation and work through the December interterm. Jefferson Local, Capital and Otterbein will provide time, space and personnel beyond the support of the Foundation.

Problems and Needs...

Problems? Yes. But none seem insurmountable. The problem of arranging the interns' course schedules for best selection previous to the intern year needs more attention. Independent studies need to be scheduled in order to provide the interns a viable liberal arts and professional curriculum for one college year.

Appropriate roles for the new functions of college supervisors, interns, coopierating schools and teachers, principals, and the director of the project need more definition and refinement.

Ways and means of evaluating the venture for possible future development need to be discovered and implemented. A system of financial support to continue the project beyond Foundation involvement needs to be investigated.

The relationship of the intern with State of Ohio certification and teacher retirement policies needs to be clarified.

At the time of this writing, the interns have helped their cooperating teachers launch a new school year and have thus experienced a most trying time for teachers, but have had the immediate support of experienced professional staff. To the question of how it is going so far, the interns have answered in unison — "just fine!" □

Dr. R. F. Deibel is Assistant Professor of Education at Otterbein having taught here since 1965. He received the Ph.D. from The Ohio State University in 1971.

Adenda #2 - text of article for Capital University Alumni Bulletin

GAHANNA INTERNSHIP PROGRAM

Kogi is one of a group of bright-eyed third graders in Mrs. Ruth Walker's classroom at the Royal Manor Elementary School, Jefferson Local Schools, Gahanna.

A Japanese youth whose parents are now in the United States, Kogi cannot speak English. But thanks to the joint efforts of Capital University, Otterbein College, the Jefferson School District and the Martha Holden Jennings Foundation of Cleveland, Kogi will receive plenty of individual instruction from Mrs. Walker this year.

That's because Mrs. Walker can spend that precious extra time with Kogi knowing the rest of her class will not suffer since Capital University senior Joseph Wiley, an elementary education student, will be instructing the other students of her class.

Wiley, along with fellow education seniors Scott McKenzie and Carolyn Eichenberger, are half of a group of teachers-to-be who will spend this entire school year, rather than the normal 10 weeks of student teaching, in the Gahanna District. The other three teacher assistants are education students from Otterbein College, who are instructing at Gahanna's other elementary building, Lincoln.

Their pilot program was made possible beginning in the fall of 1971 when Dr. John Kirker, Chairman of the Capital Education Department, spoke to a group of personnel administrators about the student teaching laboratory experience. One of those in the audience that day was Dr. Robert Bennett, assistant superintendent of schools in Gahanna. It happens that Dr. Kirker and Dr. Bennett both envision the possible

revolutionizing of teacher training throughout the United States.

Along with Dr. Chester Addington, Education Department Chairman at Otterbein, Dr. Kirker and Dr. Bennett devised a proposal to the Jennings Foundation, knowing that the late Martha Jennings had become interested in the improvement of public education in Ohio during her lifetime.

"The program is unique in that there is a consortium of two colleges working together this way," said Dr. Kirker. "This is the first time two colleges have joined together for such a project -- especially two schools with the ties of Capital and Otterbein."

Dr. Kirker also pointed out that the three Cap students working at Royal Manor are under the direction of Capital grad Thomas Taylor (1956), now the building principal, while the three Otterbein student teachers work for Lincoln Elementary Principal Edgar Rarey, an Otterbein alumnus.

Wiley, McKenzie and Miss Eichenberger were selected to represent Cap in this project from a group of seven finalists. "All of our finalists were interviewed by the cooperating teachers and by the building principal," Dr. Kirker went on. "Joe, Scott and Carolyn are receiving a year toward the teachers' retirement pension since they hold a temporary teaching certificate from the State of Ohio. In addition, these three will begin next year teaching at approximately a second-year teacher's salary.

The teacher interns, as Dr. Kirker likes to call them, will still receive college instruction in completing their senior requirements. This semester they are taking Science Methods with an instructor from Otterbein, and during the second semester they'll take Children's Literature with Mrs. Virginia Elmer of the Capital Education Department. They receive these courses at the site of their internships as part of

the overall planning of the program. Alsc, Mrs. Elmer is the Capital teacher-coordinator representative to the program.

To conclude their requirements for the 1973-74 school year, the interns will also take four elective Problem 90 courses after 3 p.m. daily, which are designed along the lines of independent study courses.

In summation, Dr. Kirker added, "The triad formed by the classroom teacher and building principal, the intern student-teacher, and the Education Department teacher-coordinator from the cooperating University binds this program together with a solid foundation. It can become a prototype that I would hope to adopt with other communities. We realize this is a pilot program and it could fall flat, but if it succeeds, the entire concept of teacher training could change. If nothing else, that year of teaching experience will prove to be invaluable to our education students when job hunting.

"Over the past 10 years, between 45 and 50 percent of the Capital graduating classes have been in some form of teacher education. I do not see that trend changing, and we're always looking for ways to make them better qualified teacher candidates."

The partial funding from the Jennings Foundation (a $9,286 grant) will be reviewed by Jennings Foundation consultants at the end of the school year. Those consultants are currently coming to Gahanna several times a year to observe the program, and should they deem the project successful, Capital and Otterbein would re-apply for the grant annually. Other in-kind contributions for the internship are provided by: Jefferson Local Schools ($7,300), Otterbein ($5,560) and Capital ($5,000).

Dr. Kirker and Dr. Addington also plan to write up the program for submittal to the American Association of Colleges for Teacher Education

(AACTE) in hopes of this project winning a "Distinguished Achievement" award for 1973-74.

III

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: THE GAHANNA UNDERGRADUATE INTERNSHIP PROGRAM

Institutions (complete name): Capital University and Otterbein College

Presidents: Thomas H. Langevin, President, Capital University
Thomas J. Kerr, President, Otterbein College

Campus Public Information Officers: Ray Wolf, Capital University
Fran Bay, Otterbein College

Faculty Members Responsible for Program: John A. Kirker, Capital University
Chester L. Addington, Otterbein College

Signature: Chester L. Addington
Title: Chairman, Education Department Date: Nov. 20, 1973
Signature: John A. Kirker
Title: Chairman, Education Department Date: Nov. 21, 1973

ABSTRACT III

With the current emphasis in teacher education focusing upon extended clinical experiences, as well as the identification of teacher centers, the community of Gahanna, Ohio joined hands with Otterbein College and Capital University in order to develop a full year internship within a four-year baccalaureate program that would involve three students in elementary teacher education from each college.

This pilot program, which was partially funded by the Martha Holden Jennings Foundation, received the encouragement of the Ohio State Department of Education. Temporary teaching certificates were obtained for the six interns, accruing a year toward teacher retirement, and the

(continued other side)

possibility of being hired as a second year teacher gave deeper meaning to the program.

Both colleges provide on-site instruction for all the student interns as well as those teachers in the system who wished to enroll in the two courses being offered. Weekly observations by both college coordinators provided good exchange between the classroom teacher, the intern, and the College coordinators. In-service programs are planned for those involved in the intern program as well as other teachers in the system.

Although this is a pilot project involving three elementary students from each institution, it is hoped that the positive results which have already been displayed will provide the impetus for continuance and expansion of this present program in Gahanna, Ohio as well as establishing similar programs in other nearby school systems.